



Washington State Department of Early Learning

Early Learning Plan (ELP) Workgroup Guiding Principle Recommendations

- “30,000 ft level”
- Whole child: Health and mental health; early care and education; special needs; and parent information and support
- Defined/desired outcomes Ex: All children are healthy and ready to succeed in school and life is the goal; what does the plan “look like” to help us get there?
- Build on existing efforts/strengths
- Be clear about age continuum Ex: Prenatal – 5 years (P-5); P-13 yrs; etc.
- Clear/useful to parents
- Be clear about who audience is (including parents)
- Cultural relevance/diversity recognition
- Strategic/opportunistic
- Action-oriented
- Timeframe identified Ex: 5 yr plan; 10 yr plan
- Public/private (a plan for the state, not just state agencies)
- Social-ecological framework (individual-family-community-societal)
- Outcomes are represented at, for example: individual, family, community and society levels
- Types of outcomes: (leverage, influence, impact)
- Align strategies with Washington Learns recommendations
- Integrate/represent Kids Matter work (as existing effort) where possible
- Community level planning used to inform the plan strategies
- Community & state level strategies deliberately integrated into plan
- Integration of systems/disciplines (ex-health, social/emotional, family support, early care/education, etc.)
- Thoughtfully integrating plan between early learning and K-12
- “Ready” to be used
 - Creativity (opportunity to explore on the edges)
 - Design
 - Measure progress (timeline defined, realistic) Ex: selecting and defining indicators as performance measures on child and family levels as well as on systems levels, such as in the Minnesota Model.